



Department of Elementary and Secondary Education

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### ***In This Issue . . .***

- ◆ Instructional Technology Update
- ◆ Technology Counts 2001
- ◆ New Copyright Law for Distance Educators
- ◆ From Washington...
- ◆ Education Technology Extension Service
- ◆ Internet Access in Public Schools
- ◆ Tips for Technology Success
- ◆ GreaterNet Seeks Pilot Partners in Statewide I-TV Cooperative
- ◆ Learning With Technology: Fairview R-XI and Houston R-I
- ◆ Professional Development Tip of the Month
- ◆ Copyright Question of the Month
- ◆ Mark Your Calendar
- ◆ Upcoming 2001 Conferences
- ◆ From the Mailbag
- ◆ Internet Sites of Interest

### **◆ Instructional Technology Update**

*On May 10, Education Week released its annual report on the status of educational technology. Focusing on the digital divide, the 2001 report analyzes national and state developments regarding the access and use of technology and provides state comparison tables. Missouri's statistics compare very favorably with national averages, especially those dealing with student access to instructional technology. Our statistics are closer to national norms, however, when analyzing teacher use of computers and the Internet. While we have taken great strides in developing an adequate infrastructure, there are still some Missouri school buildings and classrooms without adequate access, and there are too many teachers who describe themselves as beginning users. I know I speak to the choir when I say that we need to maintain our current advantages, build on our strengths, and overcome our shortcomings. We need to keep our patrons and decision makers informed of our successes and our inequities; we need to help them understand the importance of supporting the "total costs" of educational technology. -Deb*

### **FY01 Instructional Technology Grant Programs**

Technology Acquisition, Competitive Technology, and Interactive Distance Learning grant recipients who submitted Final Expenditure Reports by the June 1 deadline can expect a final payment later this month. There are NO funds to support a VIDEO Program final payment.

The FERs for Technology Literacy Challenge grants should be online soon, but they are not due until September 30.

## **FY02 Instructional Technology Grant Programs**

### Technology Core Budgets

As mentioned in the May *Newsline*, the TAG Program should be fully funded, the Interactive Distance Learning grants funded at \$900,000, the VIDEO Program funded at 25 percent capacity, and the Competitive Technology Program NOT funded. Please note that these state technology funds might be subject to a Governor's withholding of 3 to 10%. We should know more in July.

Also, note that funding is secure for the 2001-02 MOREnet Technology Network Program and the eMINTS program.

### TAG/VIDEO Grants

The joint Technology Acquisition and Enhancement and VIDEO application looks very similar to the FY01 application, which includes using the same funding formulas. The amount appropriated for TAG grants remains at the \$12 million level. The first payment (50% of the approved TAG State request) will be issued in September.

The amount appropriated for VIDEO is \$1.09 million, but the application is set for a \$4 million program in case the Department is successful in requesting supplemental VIDEO funds to reach the \$4 million threshold. Note, however, we can only guarantee the amount appropriated at this time. Applicants should be advised that the first VIDEO payment, equal to 25% of the total State Request, might be all that is distributed and should plan activities and expenditures accordingly.

TAG/VIDEO applications can be submitted anytime through September 15, 2001. Applications will be processed as they arrive. Note that while applications may be approved in June, **NO funds (whether state funds or local matching funds) can be expended prior to July 1, 2001!**

### Interactive Distance Learning (IDL) Grants

The IDL Program will be funded at \$900,000, to support existing IDL clusters and consortia. Applications must be postmarked on or before June 15, 2001. We will accept IDL applications from existing clusters/districts for Upgrade grants and from new consortia/ districts for Implementation grants that connect to existing clusters. Applicants must submit two copies of the paper applications and must follow the guidelines regarding the maximum number of pages, font size, margins, etc. A panel of readers will evaluate the applications the week of June 25-29. Applicants will be notified of their funding status by July 5.

### Technology Literacy Challenge (TLCF) Grants

We reserved FY01 funds to support second-year TLCF grants, October 2001 through September 2002. The availability of new grants is dependent on what Congress passes in the reauthorization of the Elementary and Secondary Education Act (ESEA). Both the U.S. House of Representatives and Senate propose a technology program, along with other categorical programs, for consolidation into a new State grant program. It is expected that the proposed new program will allow flexible funding at the State and local levels, including funding for activities similar to those supported by the current program.

## **DESE Browser Standard (website correction)**

In the May *Newsline* we shared the announcement from Information Technology that on July 1 the Department will adopt Internet Explorer as the web browser required to access DESE's online application system. The announcement provided an incorrect site for downloading IE at no cost. The correct site is <http://www.microsoft.com/WINDOWS/IE/DEFAULT.HTM>

## **E-rate Update**

Year 3 (July 1, 2000 – June 30, 2001)

The SLD/USAC will soon announce decisions on Year 3 Appeals. Approximately 11 Missouri entities will soon receive funding commitment letters totaling over \$117,000. The Missouri total for all Year 3 applicants now exceeds \$72.4 million.

Year 4 (July 1, 2001 – June 30, 2002)

[From the SLD web site, posted May 18] The FCC requested the SLD to provide information about the potential impact of the proposal by the FCC to change the funding priorities for Funding Year 4. On April 30, 2001, the FCC released a Further Notice of Proposed Rulemaking suggesting an alternative to the current rules of priority for funding commitments. On May 8, that FNPRM was published in the Federal Register. Comments are due on or before May 23, 2001, with reply comments due on or before May 30, 2001.

Under current rules, funding is made available first for all approvable requests for discounts on Telecommunications Services and Internet Access. With funds remaining, approvable requests for Internal Connections are funded beginning with the Funding Requests with the highest discount rate and descending through the discount range from 90% to 89% to 88%, etc. until funds are exhausted.

The FCC has sought comment on whether, starting with Funding Year 4, after funds have been reserved for Telecommunications Services and Internet Access: funding priority would be given to requests for internal connections made by individual schools and libraries that did not receive funding commitments for internal connections during the previous funding year in order of discount level. Specifically, for both shared services and site-specific services, the Administrator would examine each application to determine which individual sites within that application had not received funding for internal connections in the prior funding year. These individual sites would be funded in order of discount level.

The SLD has estimated that under current rules Internal Connections funding would not be available below the 90% discount level and, in fact, funds would have to be prorated on approvable requests at the 90% discount level based on about 73% of request. Under the proposed alternative, SLD estimated that funding would be sufficient to reach down to the 81% discount level, but not below. Proration would not be involved under the proposed alternative. Under both alternatives, 4,055 entities in data-entered applications would receive Internal Connections funding for Year 4. Under current rules and speaking only about data-entered Year 4 applications, 3,556 entities would receive funding that would go unfunded under the proposed alternative. Under the proposed alternative and again speaking only about data-entered Year 4 applications, 4,252 entities below 90% that would go unfunded under current rules would be funded.

## **Children's Internet Protection Act (CIPA) Update**

Also on the SLD web site, as of May 18, is information regarding the requirements for recipients of service and the Billed Entities under CIPA. These requirements will affect recipients of e-rate funding commitments for Year 4 and later. Remember, however, that Year 4 applicants will be asked to indicate whether they are in compliance OR are working toward compliance.

See: <http://www.sl.universalservice.org>

The Consortium for School Networking (CoSN) has developed a document and FAQ to help schools understand the CIPA requirements. See <http://www.cosn.org/members/cipa.htm> to Request the CIPA Compliance Documentation.

## **State Approval of District Technology Plans < reminder>**

To be eligible for TAG grants, every district must develop a long-range technology plan that supports the district's comprehensive school improvement plan and is approved by the local school board and the Department. State approval is good for up to three years. State approval is also necessary for district participation in the Universal Service Fund for e-rate discounts.

According to our records, approximately 135 districts are out of compliance: 20 districts haven't yet submitted a plan for state approval, 10 districts are in their first approval process, and over 100 districts have plans with expired approval dates. These districts have until September 15 to get into compliance or be determined ineligible for TAG funding and e-rate discounts. The next major review of district technology plans is scheduled for September 28, 2001. Plans ready for state approval should be submitted to the Instructional Technology section prior to September 15, 2001.

Districts were informed last year that the Department would give a one-year waiver to districts to get their technology plans developed or revised and approved or re-approved. A task force was formed in August 2000 to help identify and develop resources that help districts develop effective plans. A new technology planning assistance web site was posted in April 2001 that helps districts successfully go through the technology planning stages. This "Creating a Technology Plan" web site can be found at

<http://www.dese.state.mo.us/divimprove/instrtech/techplan/techplan.htm> ]

## **◆ Technology Counts 2001**

[www.edweek.org](http://www.edweek.org)

Technology Counts 2001, the fourth annual report from *Education Week*, looks at a survey of students and an analysis of published and unpublished data on technology use to deliver an overview of where America's schools fall on a number of technology measures. This year's report "The New Divides: Looking Beneath the Numbers to Reveal Digital Inequities" focuses on inequities that go well beyond access to classroom computers and the Internet; it analyzes whether schools are using technology wisely and effectively. Also included are state comparison tables, a checklist of which states are doing what, and brief descriptions of initiatives underway in each state. [http://www.edweek.org/sreports/tc01/tc2001\\_default.html](http://www.edweek.org/sreports/tc01/tc2001_default.html)

## **◆ New Copyright Law for Distance Educators**

The U.S. approved the "Technology, Education and Copyright Harmonization Act of 2001" (S.487) which revises federal copyright law, allowing copyrighted materials to be used without infringement liability in instructional broadcasting, digital distance learning, or distance education. The bill poses the following restrictions: 1) the copyrighted material can be displayed by or at the discretion of the instructor as an important part of the class; 2) the materials can only be received by the students enrolled in the course and officers/employees for which the materials are part of their duties; 3) copies can only be retained for no longer than reasonably necessary to complete the transmission; and 4) the transmitting institutions must take action to provide copyright protection of such works. See: <http://thomas.loc.gov/> Search for S. 487.

## ◆ From Washington...

Secretary Paige hailed the House of Representatives' 384-45 vote that passed H.R.1, a bipartisan bill that advances the four pillars of "No Child Left Behind," President Bush's education plan. "As a result of H.R. 1," he said, "schools, districts, and states will have more flexibility and control; parents, teachers, schools, and states will have more information about student performance and what works in the classroom; parents and communities will be able to hold schools accountable for providing a quality education to every child; and children trapped in persistently failing schools will for the first time ever have more choices and more chances to succeed." The Secretary's full statement and details about H.R. 1 are at

<http://www.ed.gov/PressRelease/05-2001/05232001b.html>

<http://edworkforce.house.gov/press/press107hrph52301.htm>

## ◆ Education Technology Extension Service

Rep. James Barcia (D-MI) and Rep. David Wu (D-OR) introduced HR 1889, a bill to improve the utilization of educational technologies in elementary and secondary education by creating an educational technology extension service. The legislation reflects the growing concern that school districts will have an increasing need for technical support persons. The bill was referred to the House Science Committee and the House Education and Workforce Committee. The full text of this bill will be available shortly at the Library of Congress Web site:

<http://thomas.loc.gov/>

## ◆ Internet Access in Public Schools

"Internet Access in U.S. Public Schools: 1994-2000," released May 9 by the Department's National Center for Education Statistics, addresses the following questions...

- How much progress have public schools made in connecting to the Internet?
- What is the ratio of students to instructional computers in public schools?
- How are public schools connected to the Internet?
- To what extent are public schools making the Internet available to students outside of regular school hours in 2000?
- How are public schools preventing students from accessing inappropriate material on the Internet in 2000?

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001071>

## ◆ Tips for Technology Success

By: Bruce Whitehead, Missoula, Montana

(U.S. Department of Education Community Update, May 2001)

Through trial and error -- actually more error than trial -- I learned hard and fast lessons that I call "The Seven Golden Nuggets." These are tips I developed during planning and implementation of a program that helped my school, Hellgate Elementary in Missoula, Montana, become a National Blue Ribbon School and a national demonstration site for the effective use of classroom technology.

The first lesson is that technology should not drive curriculum but just the opposite -- curriculum should drive technology. We work to make technology transparent and fit our existing curriculum, in which teachers use computers, LCD projectors, scanners, and other technology, much like they would an overhead or VCR.

Second, I came to realize that the key to using technology successfully is the teacher. Only teachers can make technology happen effectively in the classroom.

Third, I find that money follows success. Our district makes technology a major funding priority and has technology as a line item in our budget, which represents at least 5 percent of the general fund. This provides a stable source of revenue for technology each year and helps to ensure success.

Forth, I decided to put at least five high-speed networked computers with a printer in each classroom, and more if necessary to achieve a student-computer ratio of 5 to 1. This enhances a cooperative learning environment for each classroom, where students and teachers have access to computers and the Internet all day.

Fifth, I formulate strategies on how to reach the “reluctants” – those teachers having difficulty fully integrating technology into their classrooms. I now use a mentor program, whereby I pair a teacher having difficulty in using technology with a master technology teacher. I send both, as a team, to conferences and schedule their prep periods together in order for them to practice computer applications. I believe in providing staff development via “teachers teaching teachers” and in using a combination of student early outs, rotation of substitute teachers, and extended teacher contracts to build in time for professional development.

Sixth, I find that it is easy to measure and evaluate success with technology by monitoring the amount and quality of student writing; enhancement of cooperative learning; awareness of student learning styles; application of student technical tutoring; and the level of e-mail communication among teachers, parents and administrators.

Finally, I have found that an effective public relations program develops community awareness. When parents and community leaders understand why classroom technology is so important to the future of their children, they are more willing to support it.

## ◆ GreaterNet Seeks Pilot Partners in Statewide I-TV Cooperative

***What is GreaterNet?*** A non-profit organization of existing I-TV consortiums whose goal it is to help broker I-TV teachers and courses across the state. GreaterNet will match schools willing to offer high demand classes via I-TV with schools needing those classes.

As the shortage of teachers increases, distance learning technologies can help meet the needs of small schools who may not be able to fill vacant positions. GreaterNet is the organizational link through which sending and receiving schools can be identified and/or through which instructors can be jointly hired to meet the widespread demand for selected courses. GreaterNet will also provide logistical support for shared courses, including negotiated course calendars and class times, textbook information, shared I-TV policies and procedures, facilitator training, and access to professional development programming, as well as optional technical support.

### How Can Your District Participate?

A limited number of schools needing specific courses via I-TV are currently being sought to test and pilot the initial year of GreaterNet operations (2001-02). The schools chosen will be paired with schools offering needed classes and will participate in cross network I-TV courses on a minimal cost-recovery basis.

What are the criteria for joining this pilot program? Applicants must:

- Have specific course need(s) which cannot be met by locally hired staff
- Have a need to better utilize existing I-TV resources
- Have I-TV distance learning equipment available at desired times
- Have an existing MOREnet3 video connection (or dedicated T-1 video line to originating site)



- Be willing to participate on the GreaterNet Partnership Board which will assist in determining fee structure, identifying membership requirements, and beta testing course enrollment software

If you are interested in participating as a GreaterNet Pilot Partner, please respond to the following questions via fax or e-mail:

- Name, location, and address of your school district
- The course(s) which you would like to receive via I-TV and the class times (beginning and ending times) which you require (If flexible as to class times, please indicate)
- The name and contact information of the administrator or staff person who will serve as the GreaterNet Contact and Pilot Partner Board representative
- Description of current I-TV network, (e.g., H.320 or H.323; Polycom, VTEL, etc.)
- A brief statement indicating why your school is interested in becoming a GreaterNet Pilot Partner District

All applications are due by June 25. Finalists will be notified by July 10, followed by an organizational meeting. Please fax or e-mail all applications to one of the participating I-TV Consortium Directors by June 25<sup>th</sup>.

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Phone: 417-882-2509 Fax: 882-6264 e-mail: [jstainba@home.com](mailto:jstainba@home.com)

## ◆ Learning With Technology

*-Featuring Fairview R-XI and Houston R-I*

### Fairview R-XI

Fairview R-XI is a rural K-8 district with 538 students located four miles west of West Plains, Missouri. A study was conducted by Mark Zurbrick, an analyst for the Missouri Department of Conservation and a Fairview school board member, using nine years of MMAT quintile scores for Fairview students from grades two through eight for the school years 1989 through 1997. The scores indicated a need to improve reading skills.

Shirley Arnold, second grade teacher, submitted a Technology Literacy Challenge Fund infrastructure grant in August of 1998, to address the identified reading improvement needs of the Fairview students. Mrs. Arnold was and is an avid supporter of the computerized Accelerated Reader Program. But at the time, the program was only accessible through the library media center which limited drastically the numbers of students who were able to participate in the program on a daily basis.

In order to achieve her goal, "Read to Succeed" for all students in grades 1-8, she wrote the grant to network the entire building and provide at least one computer in every classroom that taught reading for accessing the Accelerated Reader Program.

The grant was approved in the amount of \$48,500 with a district match of \$4,925. The entire building was networked and computers were provided for all classrooms where reading was taught. Funds from the Technology Acquisition grant were also used to support the project for

purchasing computers. In the second year of the grant period, the district received \$24,250 with a district match of \$2,425. More computers and Accelerated Reader library books were purchased to expand the accessibility of the program. Every classroom that teaches reading has two computers.

"Read to Succeed" has been a tremendous success. In 1997 student participation in the reading program has increased from 7,040 tests passed at 80% comprehension over each book tested to 44,668 tests passed at 80% comprehension in 2000. The number of at-risk readers declined from 34.5% in 1997 to 22.6% in 2000. We believe these accomplishments are significant.

The program has been tremendously popular with the parents. A "Family Reading Night" was established in 1999 for parents and students. Every Monday evening from 4:00 to 8:00, the library is open for parents and students to come and read together and then take the computerized tests. From September 2000 through December 2000, the average weekly participation was 65 including students and parents.

The "Read to Succeed" goals would never have been attained had it not been for the TLCF grant. Mrs. Arnold, the grant writer, and her second grade class recently received the Reading Renaissance Model Classroom Level I Certification award sponsored by the Accelerated Reader Institute. For more information contact Robert Arnold at 417-256-1063.

#### Houston R-I

Houston R-1 School District received an infrastructure TLCF Grant titled "Wired for Success" during 1998-99 and continuation funds during the 1999-2000 school year. The grant helped the district in two key areas: to network the remaining buildings and trailers and to allow those additional classrooms to access the reading and math resources available on the existing network as well as Internet and email.

All the main buildings on campus had previously been connected to the network but the district had many trailers and small buildings located all over campus that needed to be connected by fiber. The students who were in classrooms located in these buildings and trailers could not have access to the vast amount of math and reading resources without leaving their classroom to go to a lab or different classroom within a connected building. "Wired for Success" allowed all buildings to be connected, including trailers and gave all students in K-12 access to valuable enrichment, remediation, and supplemental resources that the district already had.

In addition to the fiber and networking needs, many of these teachers had not attended training workshops on math and reading resources because they could not access them from their classroom. Intensive training was done after school hours with these and other teachers to bring their technology knowledge up to the point of those teachers who had had network connections previously. General technology training was also offered for productivity programs as well as e-mail and Internet usage. All staff members have email accounts and have been trained to use email as the primary source of communication throughout the district. Teachers utilize technology within their classrooms and labs to further instruction in all areas, but especially in reading through Accelerated Reader, STAR, Advanced Learning Systems, and McGraw-Hill supplemental reading programs. Students as well as teachers are proficient in the use of the Internet for research projects and information.

Reading scores and levels have improved greatly for all students. MAP scores, especially in grades 3-8, have even improved over the past two years of the project. This is due, in part, to the ability to connect all classrooms in the district network and have access to so many supplemental



resources. Without the TLCF grant, the district would not have been able to fund this project. For more information contact Audrey Kell at 417-967-4883 ext. 452.

### ◆ Professional Development Tip of the Month

-Submitted by Patrick Harrison, Hannibal Accelerated Middle School, Hannibal, Missouri.

#### MASTER OF ALL HE SURVEYS??

As an 8<sup>th</sup> grade Computer Applications instructor and a TLCF grant coordinator, I am always looking for ways to do my job as efficiently and quickly as possible. One thing that is absolutely necessary for effective training is having a good handle on just what the student knows and what the student thinks he/she knows. This is true with young AND adult students. The need to collect this information led me to try two different approaches: 1) Surveys and 2) Observation.

Observation yields accurate information, but is very time-intensive. Additionally, observation can put the student ill at ease. Carefully designed surveys can be nearly as effective at gathering information, don't involve direct observation of the student, but require great quantities of time or man power to tabulate. One method that I am using related to surveys is to post the survey form "online".

This method has greatly increased my ability to collect data related to my students and therefore tailor my instruction to their needs. What is an Online Form? Simply put, it is a "copy" of a paper and pencil form that has been developed as a web page. The page itself loads in a browser such as Internet Explorer or Netscape Navigator. The user moves through the form clicking on radio buttons, selecting choices from drop down buttons, or entering text in a scrolling text box. Once all the questions are answered in the form, the user simply clicks the SUBMIT button at the bottom of the form.

Here's where things get interesting. The SUBMIT button sends the users' selections to a web server where it is filed automatically in an Access database. The database contains queries and reports that display the results of all of the submitted forms! The database does ALL the tallying for me! With regards to the scrolling text entries, these are placed in the database too and can be viewed individually.

By carefully designing your survey questions and what the form reports to the database, you can quickly get an overview of the population's current abilities and in which areas they might need further assistance. This process has been a tremendous boom to our district. Currently, I am developing forms that facilitate the collection and analysis of MSIP data, Parental Attitudes and Perceptions, and Student Attitudes and Perceptions.

If you would like specific instructions / guidance related to the actual creation of the web page and linking it to a database, feel free to email me at: [pharrison@hannibal.k12.mo.us](mailto:pharrison@hannibal.k12.mo.us). I can forward to you detailed steps that you can follow to bring this powerful tool to bear upon your professional development planning.

To see a SAMPLE online form, go to this URL: <http://www.hannibal.k12.mo.us/k12/hams/sampleform.html>. Note: This is not a "functioning form". Nothing happens if you click on the submit button. You can however make your selections and key in the text box.

## ◆ Copyright Question of the Month

- Q.** May an educator (e.g., administrator, classroom teacher, substitute teacher, or student teacher) other district employee, volunteer, or others place a **personally** owned periodical on reserve in the library media center for student use?
- A. Yes.** Legally acquired works (with the owner's permission) may be placed on reserve in a library media center. This may be repeated for the life of the work. First Sale Doctrine allows an owner of a legally acquired work to distribute that copy as they wish.

## ◆ Mark Your Calendar

May 1-Sept 15	Application Window for TAG and VIDEO Grants
June	
1	Newsline published online
1	TAG/VIDEO online FERs due
	Competitive Tech and Distance Learning FERs due (paper)
14	VIDEO Advisory Meeting
	Governor Office Building, Jefferson City, MO
15	IDL Grant Applications due (send original and one copy)
25	Newsline articles due
25-27	Reading of IDL Grants
July	
4	Independence Day—State Holiday
6	Newsline published online
16	MODLA Annual Membership Meeting
	Ike Skelton Center, Jefferson City, MO
23-25	eMINTS Kickoff
	Tan-Tar-A, Osage Beach, MO
25	Newsline articles due
	PREPARE TECHNOLOGY PLANS FOR SEPTEMBER SUBMISSION

## ◆ Upcoming 2001 Conferences

- June 13-15 Alabama Educational Technology Conference (AETC)  
Birmingham-Jefferson Civic Center, Birmingham, AL  
[www.mcraeco.com/frames/frame-conf.html](http://www.mcraeco.com/frames/frame-conf.html)
- June 13-16 Society for Teaching and Learning in Higher Education 21<sup>st</sup> Annual  
Conference  
Memorial University of Newfoundland St. John's  
Newfoundland, Canada [www.mun.ca/stlhe2001](http://www.mun.ca/stlhe2001)
- June 14-15 INFOCOMM International  
Sands Expo and Convention Center, Las Vegas, NV  
[www.infocomm.org](http://www.infocomm.org)
- June 23-26 TIE 2001 Conference: Expanding Expectations  
Snowmass, Colorado [www.tie-online.org/c2001.html](http://www.tie-online.org/c2001.html)
- June 23-26 National Media Education Conference  
Austin, TX [www.nmec.org](http://www.nmec.org)
- June 25-27 National Educational Computing Conference (NECC)  
McCormick Place, Chicago, IL [www.neccsite.org](http://www.neccsite.org)
- June 25-27 Teaching and Learning Conference "Celebrating Teaching and Learning"  
Holiday Inn Select, Columbia, MO
- June 25-30 ED-MEDIA 2001-World Conference on Educational Multimedia,  
Hypermedia, and Telecommunications, Tampere, Finland  
[www.aace.org/conf/edmedia](http://www.aace.org/conf/edmedia)
- July 18-21 First Annual Equity in Education Conference  
Beaver Run Resort, Breckenridge, CO  
National Coalition for Equity in Education (NCEE)  
[jenifer@math.uscb.edu](mailto:jenifer@math.uscb.edu)
- July 24-26 Education Technology 2001  
Ritz-Carlton Hotel, Arlington, VA  
Society for Applied Learning Technology  
[www.salt.org/society\\_information/calendar.htm](http://www.salt.org/society_information/calendar.htm)
- July 30-31 Midwest Internet Institute  
Lux Middle School, Lincoln, Nebraska

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|---------------|---|
| August 6-8    | International Conference on Advanced Learning Technologies<br>Madison, WI<br><a href="http://lttf.ieee.org/icalt2001">http://lttf.ieee.org/icalt2001</a>  |
| August 8-10   | 17 <sup>th</sup> Annual Conference on Distance Teaching and Learning: Distance Learning 2001<br>Marriott Madison West, Madison, WI<br><a href="http://www.uwex.edu/disted/conference">www.uwex.edu/disted/conference</a>        |
| October 7-9   | Missouri Educational Technology Conference 2001--A Technology Odyssey<br>Tan-Tar-A, Osage Beach, MO   |
| October 17-20 | School Tech Expo—Professional Development for Education Technology Leaders<br>Hilton Hotel and Towers, Chicago<br><a href="http://www.schooltechexpo.com">www.schooltechexpo.com</a>  |
| October 18-21 | SchoolTech Expo & Conference<br>Chicago, Illinois<br><a href="http://www.schooltechexpo.com">http://www.schooltechexpo.com</a>  |
| October 23-24 | Connected Classroom Conference<br>Seattle, WA   |
| October 24-25 | National Science Foundation Regional Conference<br>University of Washington, Seattle. WA<br><a href="http://www.nsf.gov">http://www.nsf.gov</a>   |
| October 29-30 | Connected Classroom Conference<br>Las Vegas, NV   |
| November 7-10 | 15 <sup>th</sup> Annual Technology + Learning Conference<br>Georgia World Congress Center, Atlanta, GA<br>National School Boards Association ITTE: Education Technology Programs <a href="http://www.nsba.org">www.nsba.org</a> |

## ◆ From the Mailbag

### Internet Innovator Awards

National Semiconductor's Internet Innovator Awards program rewards teachers who are using the Internet in fresh, new ways in the classroom to improve student learning. The awards offered in partnership with the 21<sup>st</sup> Century Teachers Network, are given to teachers who have implemented internet-rich curricula that have proven successful in the K-12 classroom. Winning teachers receive \$10,000 personal awards—no strings attached—and their schools win between \$15,000 and \$20,000 to fund teacher training and development in the use and integration of Internet technology in education. In addition to the cash award, all of the winning schools receive a Global Connections training course valued at \$3,500. K-12 teachers in public and nonprofit independent schools located in the United States are eligible. Individual teachers and groups of teachers may apply. Groups of teachers may have up to three members and represent up to three schools. Fourteen awards will be given in the fall of 2001. The application process is entirely online. Teachers may access the application from the web site below. Winners will be announced and awards will be distributed in October. Contact: Wade D. Sayer, Executive Director, 21<sup>st</sup> Century Teachers Network, (202) 429-0572.

Deadline: June22 <http://www.nsawards.com>

## ◆ Internet Sites of Interest

Ergonomics for Kids

<http://www.creativeclassroom.org/mj01tech/index.html>

2000 Links Within This Education Resource Site

<http://www.resource2000.org>

Resource2000.org gives you curriculum-related links for major subject areas and reference links. Addressing a plethora of subjects from current events to the arts, colleges and careers, lesson plans and resources, and virtual field trips, this site is a great way to locate materials to supplement lesson plans.

Education Web Sites

Have a Cow Dude

<http://www.10acresbackyard.com/>

Join the Mattingly family on this fifth generation dairy farm, a great place where kids can learn and join in country life. Show them milk doesn't come from the grocery shelf but from a cow, their cow. This is a really great site for kids of all ages. The newsletters will keep kids following their favorite cow. There is also a wonderful virtual field trip for schools.

Book It!

<http://www.bookitprogram.com/>

The BOOK IT!® National Reading Incentive Program motivates children in grades kindergarten through sixth grade to read by rewarding them for their reading accomplishments. Its purpose is to develop in children a lifelong love of reading. Teachers set monthly reading goals. They can set a different goal for each child in the class and they can vary the goal from month to month. Goals can be number of books read, number of pages or chapters read, number of minutes read, etc. For children who haven't yet learned to read, or for those who have difficulty reading, teachers can set monthly goals for the child to be read to by others. When a child meets a monthly reading goal, the teacher gives him or her a Pizza Award Certificate. The child brings the certificate to a participating Pizza Hut® restaurant, where he or she is given a free one-topping Personal Pan Pizza®. Available in Canada and the United States.

Cyber Safari

<http://www.cybersurfari.org/>

A free, fun, and safe Internet treasure hunt.

Children's Storybooks Online

<http://www.magickeys.com/books/index.html>

This great site has stories online for young children, older children, and young adults.

MusicStaff.com

<http://www.musicstaff.com/>

MusicStaff.com is a service which enables parents, students and musicians to find music teachers, music schools and music lessons anywhere in the United States.

The Drama Teacher's Resource Room

<http://www3.sk.sympatico.ca/erachi/>

A place where you can kick back and find some ideas for your classroom or production. At the Drama Teacher's Resource Room they are striving to make it easier for you to encourage creative and challenging experiences for students in your drama classroom.

#### Frogs

<http://www.exploratorium.edu/frogs/mainstory/index.html>

Imagine traveling back through time millions of years to the age of the dinosaurs. Pterodactyls glide above a soggy marsh. Nearby, a colossal 80-ton Brachiosaurus munches on a tree. On the ground at its feet, something strangely familiar hops by: a frog.

#### Webmonkey For Kids

<http://hotwired.lycos.com/webmonkey/kids/index.html>

Offers lessons, projects, and tools that help kids build Web pages and put them online. The "Playground" area offers some fun ideas for Web sites. The "Planning Guide" section, designed for parents and teachers, offers help and advice for using the Web as a teaching tool. (EdGate)

#### Language Arts: Cosmic Rays

<http://sunshine.chpc.utah.edu/research/cosmic/rayinfo/>

A unique online story crafted in the mold of a choose-your-own-adventure book, Cosmic Rays is truly an engaging learning quest. The story begins when the reader is presented with the opportunity to travel to Alaska. What happens next is in the hands of your students, who can opt not to continue the journey to Alaska or can commence the adventure with the prospect of learning more about the state's unique atmosphere and ways of life. (EdGate)

#### Reader's Digest

<http://www.readersdigest.com/>

Has useful information for parents and fun sections for kids!

The Glossary of Genetic Terms Provides an online talking glossary, useful for middle and high school students. Each entry has a definition, a pronunciation guide, a detailed audio explanation, and links to definitions of related terms. Some sections of this site require RealPlayer.(EdGate)

#### Tarantulas

<http://www.nationalgeographic.com/tarantulas/frameset.html>

Underground in burrows or above ground in trees, the secret realm of the tarantula often goes unseen. Interact with the tarantula's world by following its Life Cycle, then see the diversity of tarantulas in Species.

#### The National Atlas of the United States of America

<http://www.nationalatlas.gov/>

Work on a new National Atlas of the United States® began in 1997. This Atlas updates a large bound collection of paper maps that was published in 1970. Like its predecessor, this edition promotes greater national geographic awareness. It delivers easy to use, map-like views of America's natural and sociocultural landscapes. Unlike the previous Atlas, this version is largely digital.

#### Language Arts: Absolutely Whootie: Stories to Grow By

<http://www.storiestogrowby.com/>

As the world becomes smaller, educators have learned to include lessons from other nations and cultures. This site offers a wide selection of stories and folk tales derived from cultures around the globe. Not only can students and teachers investigate stories from locations as far away as



East Africa and Afghanistan, but classrooms can also view the student gallery, contribute their own interpretations, and download story scripts for theatrical performances. (EdGate)

#### Archaeological Adventure

<http://library.thinkquest.org/3011/>

The information and design for this site was brought to you by Ryan Huebsch, Jason Meltzer, and David Nussbaum, and their advisor Mr. Harold Shaver. They designed this site to help people throughout the country and the world to join together and learn about a very important field of science and history. Although it may not always be glorious work, archaeologists provide key insight into who we are, where we came from, and where we may be going.

#### History of Inventions

<http://www.cbc4kids.ca/general/the-lab/history-of-invention/default.html>

A timeline of inventions from pottery to the computer. A very interesting site for kids and adults.

#### Lewis and Clark

<http://www.edgate.com/lewisandclark/>

These days, you can fly across the United States in six hours. Even if you have to take a car, you can do it in six days. But imagine what it would have been like two hundred years ago, when Meriwether Lewis, William Clark, and the other members of the Corps of Discovery traveled 3,700 miles from the Mississippi River to the Pacific Ocean in non-motorized boats, on horseback, and on foot. Not only did they have no cars or airplanes to travel in, they also had to do it with no reliable map -- and they had to make their way through territory inhabited by Indian nations who couldn't necessarily be expected to smile upon a band of armed explorers.

#### Fire Ecology

<http://www.fire.nps.gov/fire/ecology/docs/toc.html>

The appropriate use of public lands should be of concern to each of our students. Use of public lands is an important social issue and lends itself well to classroom discussion. A theme for these activities could be that each of us has a vested interest in caring for our natural resources. Students need to learn about land management issues, such as fire ecology, and have ownership of these important issues in order to become informed decision makers and voters. Fire ecology is one of the hottest topics in natural resource management today.

#### National Marine Sanctuaries

<http://www.sanctuaries.nos.noaa.gov/welcome.html>

Welcome to the National Marine Sanctuary System's web site. Here you'll find important information about our nation's marine sanctuaries -- how they were established, how they're managed, their scientific and educational programs, and the many exciting events that occur in them throughout the year.

#### Whale Links

##### Organisation Cetacea (ORCA):

<http://www.orcaweb.org/>

ORCA is a whale and dolphin society established to promote enjoyment of cetaceans and participation in whale and dolphin research.

Whales-online:

<http://www.whales-online.org/>

Whales-online is an information site dedicated to the conservation of whales, dolphins and porpoises in the Southern Hemisphere. They provide information about where the whales and dolphins are, what they are doing, where you can see them - with some other interesting facts along the way.

The Best of the Best Museum sites

<http://www.archimuse.com/mw2001/best/index.html>

This web site recognizes achievements by museums on the web.

The categories are

- Best Online Exhibition
- Best E-Services
- Best museum Web Site Supporting Educational Use
- Best Innovative or Experimental Application
- Best Museum Professional's Site
- Best Museum Research Site
- Best Overall Museum Web Site